Testing Accommodations

Supporting Equitable
Participation of

<u>All</u> Students in Standards-Based
Education and Assessment



Federal Requirements for Assessment Participation and Supports

NCLB and Assessment

"States are responsible for assessing all students in the grades being assessed. Therefore, States must provide means to determine the achievement of students with disabilities and limited English proficient students relative to the State's content and performance standards when standard assessment procedures do not provide this information. This may be accomplished through providing appropriate accommodations in setting, scheduling, presentation, and response formats for the standard assessment, or through developing or adopting primary-language

IDEA and Assessment

- All students with disabilities must be involved in the statewide assessment system with appropriate accommodations when necessary (§614 [6][a][i]).
- States must develop alternate assessments for children who cannot participate in State and district-wide assessment programs (Set) (CHILDEN LINE).

Montana's Accommodation Guidelines







- Available online
- Identifies permissible accommodations with coding numbers

To include <u>all</u> students in standards-based instruction and assessment....

- Provide accommodations during instruction and assessment to increase access
- Use alternate assessments for students with significant cognitive disabilities
- Follow state guidelines for decisions about the provision of alternate assessments

Don't accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.

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Eligibility and Documentation Requirements for Accommodation Use



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Student Population	Use of Standard Accommodation	Use of Nonstandard Accommodations
General student population	Can be used, based on individual student need Must be practice routinely used prior to testing	Not allowed under any circumstances
Students with IEPs or 504 Plans	Can be used, based on individual student need Need must be documented in IEP/504 plan	Permissible if need is documented in IEP/504 plan Student's results for content area will not be calculated in averages for AYP
LEP Students	Can be used, based on individual student need Must be practice routinely used prior to testing	Permissible if need is documented in LEP plan Same as above for AYP

Common Approach to Classifying Accommodations

- Presentation Accommodations
 - Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

Accommodation Categories

- Response Accommodations
 - Allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

Accommodation Categories



- Setting Accommodations
 - Change the location in which a test or assignment is given or the conditions of the assessment setting

Accommodation Categories

- Timing/Scheduling Accommodations
 - Increase the allowable length of time to complete a test or assignment and may also change the way the time is organized.

Montana's Approach Relative to This System



Common Categories

- Scheduling
- SettingPresentation
- Response Accommodations

MT CRT Categories

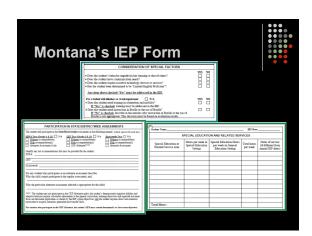
- Scheduling
- Setting

- Recording

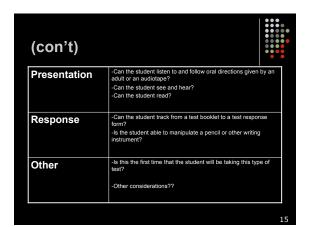
Documenting Accommodations



- Accommodations can be documented in 3 areas of the IEP
 - Consideration of Special Factors assistive technology devices and services
 - Supplementary Aids and Services aids, services, and other supports
 - Participation in Assessments how a student will participate in state and district-wide assessments



Analyz	e Test Demands (Ellott 8 TRANS
Setting	-Can the student focus on his or her own work with 25-30 other students in a quiet setting? -Does the student display behaviors that are distracting to other students taking the test? -Can the student take the test in the same way it is administered to other students? -If the student neads some external support (e.g., interpreter), would this be distracting to others?
Timing	-Can the student work continuously for the entire length of a typically administered portion of the test? -Does the student use accommodations that require more time to complete individual test items?
Scheduling	-Does the student take a medication that dissipates over time? -Does the student's anxiety level increase dramatically when working in certain content areas?



Your Questions about Accommodations Use for the CRT

Linking Testing Accommodations to Ongoing Classroom Practices



Review Current Accommodations

- What accommodations are <u>currently used</u> by the student during instruction and for classroom assessment?
- What are <u>results</u> for assignments and assessments when accommodations were used and not used?
- Are there <u>effective combinations</u> of accommodations?

Review (Con't)



- What difficulties did student experience when using accommodations?
- What is student's perception of how well accommodations "worked"?
- What are perceptions of parents, teachers and specialists about how well accommodations "worked"?

Based on this review......



- Decide whether the student should
 - Continue using an accommodation "as is"
 - Use an accommodation with changes
 - Have an accommodation discontinued

Of the accommodations that match the student's needs, consider....

- The student's willingness to learn to use the accommodation
- Opportunities to learn how to use the accommodation in classroom settings
- Conditions for use on state assessments

Planning use of new accommodations:

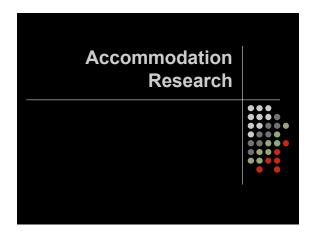


- Plan how a student will learn to use each new accommodation
- Be certain there is sufficient time to learn to use instructional and assessment accommodations before test day
- Plan for the ongoing evaluation and improvement of accommodations use

Involve Students!!



- Involve students in selecting, using, and evaluating accommodations
- The more input students have in selecting their accommodations, the more likely the accommodations will be used
- Students should see accommodations as adding value to their daily life—not only in school—but for postsecondary, career, and community life



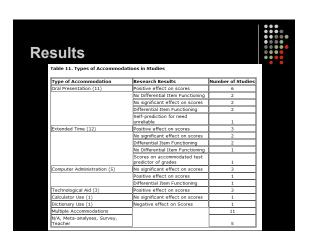
What about the research on accommodations? The body of evidence guiding the use of Table 1. Number of Accommodations Studies by Years accommodations is not as large as we would like it to be, but it is growing rapidly!

Number of Studies 1990 through 1992 1993 through 1995 1996 through 1998 1999 through 2001 2002 through 2004

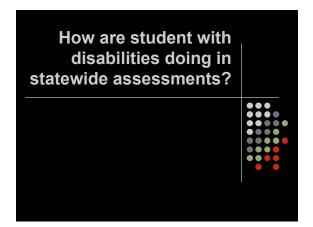
A Recent Synthesis Available Online		
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Home About Publications Special Topics Presentations State Falcies Accommodations Ribinouschy Teleconferences Tools Related State		
A Summary of Research on the Effects of Test Accommodations: 2002 Through 2004	ļ	
Technical Report 45		
Christopher J. Johnstone • Jason Altman • Martha L. Thurlow • Sandra J. Thompson*		
September 2006		
All rights reserved. Any or all portions of this document may be reproduced and distributed without prior permission, provided the source is cited as:		
Johnstone, C. J., Altman, J., Tharlow, M. L., & Thompson, S. J. (2006). A summary of research on the effects of serior commondations: 2000 shrough 2004 (Technical Deport 45). Minaspach, MS. Chirvestry of Minaspach, National Genter on Educational Outcomes, Bestivered (2004) dains), from the World Wide West. Mary (Montanta man And WOSA) (Malather Horks)		
* Dr. Thompson was a Research Associate at NCEO when working on this report. She passed away December 2003 after a curreer of improving outcomes for students with disabilities.		
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http://education.umn.edu/nceo/OnlinePubs/Tech45/default.html#exec		

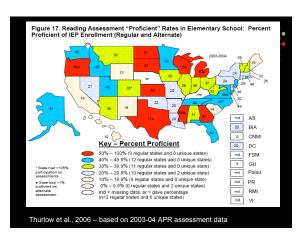
Areas of Investigation Table 2. Research Purposes Research Purpose Determine the effect of the use of accommodations on test scores of students with disabilities Investigate the effects of accommodations on test score validity Study institutional factors, teacher judgment, or student desirability of accommodation use Examine patterns of errors across items or tests Meta-analysis 2

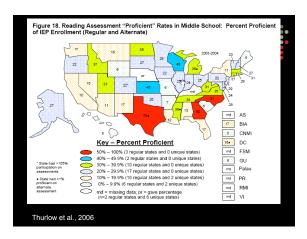
ccommodat	ions Exam	nined
Table 6. Type of Accommodation	on	Number of Studies
Presentation (21):	Oral Administration	11
	Computer Administration	5
	Video	2
	Large Print	1
	Dictionary Use	1
	Braille	1
Timing/Scheduling (8):	Extended Time	7
	Multiple Day	1
Response (2):	Dictated Response	1
	Calculator	1
Technological Aid (2)		2
Multiple Accommodations (11)	_	11
N / A (Survey or Meta-Analysis)		

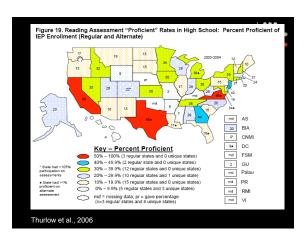


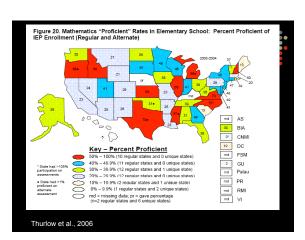
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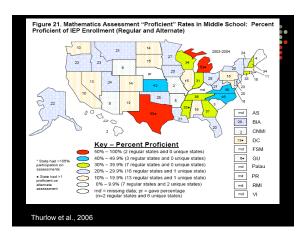


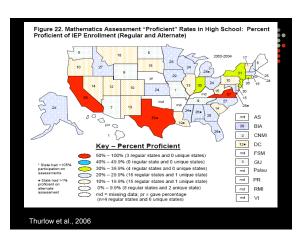












Peferences Cited Elliot, J. L. & Thurlow, M. L. (2006). Improving test performance of students with disabilities on district and state assessments. Thousand Oaks, CA: Corwin Press. Reporting on state assessment data for students with disabilities: Synthesis of the 2007 NCEO report. inForum, February 2007. Thurlow, M., Moen, R., & Altman, J. (2006, June). Annual performance reports: 2003-04 state assessment data. Minneapolis: National Center on Educational Outcomes.

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